

**2002 PROJECT ABSTRACTS FOR THE SCHOOL  
DROPOUT PREVENTION PROGRAM**

**CFDA# 84.360**

**(Authorized under Title I, Part H of the No Child Left Behind Act)**

**New Hampshire State Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860  
Project Director: Robert Wells  
(603) 271-1536**

Reported Dropout Rates

Grant Amount: \$496,801

State Dropout Rate	5.3%
Manchester Central High School	10.9%
Franklin High School	16%

The Achievement for Dropout Prevention and Excellence (APEX) project will be implemented in two New Hampshire High Schools with high dropout rates. APEX will include two distinct, but complementary models: Positive Behavior Intervention and Supports (PBIS) and Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW). The goal of the PBIS model will be to implement a school-wide discipline system designed to reduce the number of referrals, suspensions, and expulsions in these schools. RENEW is designed for individualized attention to students who are at a high risk of dropping out. APEX will target approximately 120 students. Approximately one-third of the target population will be students who have already dropped out of school, while the remaining two-thirds will be students who are currently enrolled, but at a great risk of dropping out of school.

**Lowell Public Schools  
155 Merrimack Street  
Lowell, MA 01852  
Project Director: Jean Franco  
(978) 441-3718**

Reported Dropout Rates

Grant Amount: \$403,170

State Dropout Rate	3.5%
Lowell High School	14.4%

In partnership with Middlesex Community College (MCC), the district will offer *Connections*, a comprehensive dropout prevention and reentry program to meet the needs of students at Lowell High School. This project will improve the school's dropout prevention climate by: (1) implementing a collaborative system of connecting at-risk youth to services offered either by the high school, MCC and/or other community organizations; (2) establishing a system for identifying at-risk youth to facilitate the design of individualized interventions; (3) annually reduce the number of students exhibiting multiple risk factors; (4) reduce the current high school dropout rate by 50% over the projected 3 years of the grant; and (5) enroll a minimum of 80% of those students who have dropped out into high school reentry programs. Strategies will include intensive case management, professional development, utilization of existing school and community-based services, mentoring and school-to-career opportunities, bilingual family outreach, and a Transitions Program for students who drop out prior to their reentry into high school.

**Laurel School District  
600 South 16<sup>th</sup> Avenue  
P.O. Box 288  
Laurel, MS 39441-0288  
Project Director: Dianne King  
(601) 649-6391**

Reported Dropout Rates

Grant Amount: \$376,549

State Dropout Rate	3.19%
R. H. Watkins High School	4.19%

The proposal focuses on achieving the following goals: significantly increasing the academic performance of at-risk students to decrease their likelihood of dropping out, addressing the student related risk factors such as substance abuse, pregnancy and behavior problems, increasing parents' ability to support students at risk of dropping out, and strengthening school-community relationships to reduce dropout risks. To improve academic performance, the project will create a school within a school at R. H. Watkins High School, use Middle school concepts at the targeted middle schools, and offer extended school year and day, tutorial, alternative education and other services to the students. To combat student risk factors, the project will partner with community organizations and offer flexible programming and scheduling along with a transition program for upcoming 9<sup>th</sup> grade students. The project will also encourage families and the community to partner in its efforts.

**Poplar Public Schools  
400 Fourth Avenue West  
P.O. Box 458  
Poplar, MT 59255  
Project Director: Lucille Small  
(406) 768-3629**

Reported Dropout Rates

Grant Amount: \$527,243

State Dropout Rate	4.2%
Poplar High School	18.1%

This proposal seeks to combat high school dropout rates in Poplar, an area that is heavily comprised of Native Americans living in conditions of chronic poverty. The proposal is multifaceted and will include the following elements: providing academic services for alternative learning environment; hiring a pool of tutors to provide academic instruction in the homes of at-risk youths and in detention facilities; hiring outreach coordinators to 'shadow' the at-risk youths; recreational therapy; a small business training element, Cultural Immersion Camps for parents and at-risk youths to expand their knowledge of indigenous cultures, thereby increasing self-esteem and enjoining parents in the academic process; and establishing parent and student groups to deal with anger management and behavior issues. This project will be administered primarily by Native Americans living on the Fort Peck Reservation in an effort to build local capacity.

**Trumann School District**  
**221 Pine Avenue**  
**Trumann, AR 72472**  
**Project Director: Jerry Wilcox**  
**(870) 483-7405**

Reported Dropout Rates

Grant Amount: \$353,318

State Dropout Rate	3.80%
Trumann High School	7.16%

Trumann School District's approach to dropout prevention will be multifaceted. Trumann School District will coordinate activities to increase parental involvement, offer ongoing professional development to teachers, conduct service learning activities, infuse technology into the curriculum, offer services in alternative school settings for students who are having academic, social or behavioral problems in the classroom, provide case management services to at-risk students and their families, and conduct extended-day activities. In providing these services, the Trumann School District will coordinate with several partners in its community to enhance the program's effectiveness.

**Page Unified School District**  
**P.O. Box 1927**  
**Page, AZ 86040-1927**  
**Project Director: Gregory Conway**  
**(928) 608-4117**

Reported Dropout Rates

Grant Amount: \$420,673

State Dropout Rate	11.1%
Page High School	12.8%

The Page Dropout Project will include three levels of interventions. An educational intervention will create challenging courses, develop effective curriculum, train staff in effective practices, extend the school day and year, sponsor personal development workshops, conduct transition programs, and include college readiness workshops. The personal intervention component will support peer leadership programs, parent and family support activities, mentors, counseling and career advertisement programs, and scholarships to students. The environmental intervention component will create a successful environment throughout the schools, utilize visuals to promote higher education, restructure the school to support continuing education, and use college visits and technology to expand the students' experiences.

**Farmington Municipal School District**  
**2001 N. Dustin Avenue**  
**Farmington, NM 87401**  
**Project Director: Nancy Dunlap**  
**(505) 324-9840**

Reported Dropout Rates

Grant Amount: \$490,004

State Dropout Rate	6%
District Dropout Rate	11%
Rocinante High School	58%

The Right Start Secondary Dropout Prevention program will be implemented as a vehicle for preventing and significantly reducing the number of secondary school student dropouts in the district. The program will reduce academic failure among students and significantly reduce the chronic absenteeism rate among enrolled students. Students reentering high school will be prepared to succeed beyond high school completion. The following strategies and activities will be used to assist students: individualized school reentry support activities; alternative school for remediation; transitional-based life skills and career awareness; adult advisory and intensive mentoring services; and individualized academic contract development activities and case management.

**Columbus, Ohio City School District**  
**270 East State Street**  
**Columbus, OH 43215**  
**Project Director: Evelyn W. Bell**  
**(614) 365-5864**

Reported Dropout Rates

Grant Amount: \$470,470

State Dropout Rate	8.9%
East High School	12.6%
Linden-McKinley High School	13.5%
West High School	19.4%

This program targets over-age students in the middle schools that feed into three Columbus public high schools with dropout rates above the state average. The project will initially serve 45 participants in an intense program and subsequently all overage students attending the nine feeder middle schools. The project begins with a Summer Bridge program that includes 5 weeks of intensive academics and a paid work assignment. This reflects the general goal of the program, which is combining career experiences with academic progress.

**Washoe County School District  
425 East Ninth Street  
P.O. Box 30425  
Reno, NV 89520-3425  
Project Director: James H. Barclay  
(775) 348-0332**

Reported Dropout Rates

Grant Amount: \$393,405

State Dropout Rate	5%
Washoe High School	33%
Newcomers Center	19.7%

The Intervention for Greater Resilience in Academic Development (I-GRAD) project will target a total of 1,345 students at Washoe High School and Newcomers Center. The goals of the project are to ensure that all students in the district graduate from high school, to eliminate the achievement gap in high school completion that exists among traditionally underrepresented groups, and to identify students who have already dropped out and recruit them back into the school system. The project will employ a variety of strategies to achieve these goals including accurate identification of at-risk students, early intervention, support services from both district and community organizations, whole family involvement, professional development for teachers, exemplary curricular materials, reduction in student/teacher ratios, intensive English language instruction, targeted remedial programs, on-the-job training and mentoring, and comprehensive guidance provided through regular and meaningful interaction with a graduation specialist.

**Educational Service Unit #1  
211 Tenth Street  
Wakefield, NE 68784-5014  
Project Director: Mary Ann Losh  
(402) 471-8127**

Reported Dropout Rates

Grant Amount: \$350,000

State Dropout Rate	4%
Santee High School	5%
Umo Ho Nation High School	28%
Winnebago High School	9%

The Educational Service Unit seeks to provide services to students in schools located on Native American reservations, in which 98 percent of the students are Native American. In partnership with the Nebraska Department of Education, the Nebraska Native American Consortium project includes four schools located on the Santee, Omaha, and Winnebago Reservations. This project will provide a comprehensive approach to dropout prevention that will implement activities such as: whole school assessment, training of school and community leadership teams in Native American High Performance Learning Communities Principles, creating entrepreneurial economic development projects, and utilizing a home-school liaison coordinator to conduct mobility and dropout assessment and follow-up support.

**Halifax County Schools**  
**P. O. Box 486**  
**Halifax, NC 27839**  
**Project Director: Willie J. Gilchrist**  
**(252) 583-5111**

Reported Dropout Rates

Grant Amount: \$470,000

State Dropout Rate	5.71%
Southern Vance High School	8.9%
Northwest Halifax High School	7.53%
Louisburg High School	7.5%

Halifax, Vance and Franklin County Schools will partner to offer scientifically-based school dropout prevention services to students. The principle objectives of the project are to reduce the incidence of dropouts, establish systemic and educational mechanisms for re-entry, and increase school-wide early intervention and prevention awareness. The project will focus on sharing its strategies with others by communicating results to other counties within the state that have high dropout rates; making presentations at national meetings; and disseminating annual publications. The project will also provide training to help staff meet the individual needs of students and their families, many of whom are minorities.

**Green River Regional Education Cooperative**  
**427 Tate Page Hall**  
**Western Kentucky University**  
**Bowling Green, KY 42101-3576**  
**Project Director: Elizabeth C. Storey**  
**(270) 745-2451**

Reported Dropout Rates

Grant Amount: \$450,560

State Dropout Rate	4.79%
Adair County High School	6.25%
Cumberland County High School	8.43%
Edmonson County High School	5.12%

The proposed project, "Making the Grade," will address three goals: decreasing the dropout rate, improving student achievement and reducing poverty in the affected communities. A Student Recovery Team will be formed within each school to identify at-risk students and implement targeted activities. These activities will include professional development, out-of-school and alternative learning experiences, family involvement, individualized instruction, mentoring, tutoring, and the use of multiple teaching techniques to stimulate a variety of learning styles. The program will be coordinated by the Green River Regional Education Cooperative, which has developed dozens of partnerships and associations in its community.

**Special School District #1  
Minneapolis Public Schools  
807 NE Broadway  
Minneapolis, MN 55413-2398  
Project Director: Barbara Kyle  
(612) 668-1880**

Reported Dropout Rates

Grant Amount: \$497,222

State Dropout Rate	2.7%		
Connection Center	96.2%	Southwest High School	4.6%
Broadway High School	70.5%	South High School	3.1%
Washburn High School	4.7%	Roosevelt High School	6.2%
North High School	5.1%	Henry High School	5.8%
Edison High School	6.9%		

The proposal's Re-entry + Relevancy = Retention (3R's) project will focus on three segments of students: 400 students currently enrolled in the District's Pregnant and Parenting Teen (TAPP) programs, an additional 200 out-of-school teen parents, and The Connection Center, which serves 1,000 dropout returnees annually and transitions them into regular school programs. The goals of the project are to re-enroll teen parents dropped from the system with the help of community and county partners that currently serve teen parents; to make school relevant using career development strategies and interventions that link school attendance and performance to future planning; and to increase retention by implementing case management, lifework planning, and attendance monitoring. If successful, the program will result in improved achievement, skills, and resources for students.

**Edmonds School District No. 15  
20420 68<sup>th</sup> Avenue West  
Lynwood, WA 98036  
Project Director: Debora Boeck  
(425) 670-7143**

Reported Dropout Rates

Grant Amount: \$271,871

State Dropout Rate	5.2%
Edmonds-Woodway High School	7.4%
Lynwood High School	8.2%

The Students Adventures in Learning (SAIL) program will serve 60 students in the district who are at the highest risk for dropping out of school. These students attend the two high schools with the highest dropout rates in the state. The SAIL program is an intensive, year-round program targeting high-risk students as they transition from middle to high school. There will be an emphasis on accelerating each student's academic achievement toward the state's standards. Staff will use a continuous progress education model in which students learn at their own pace. Learning will also be connected to real life experiences associated with jobs and careers. Visits to colleges and businesses, and mentoring by business leaders will connect student learning to future goals. The summer program component will combine academic acceleration, service learning and work experience.



**Stephens County Board of Education**  
**P.O. Box 1626**  
**Toccoa, GA 30577**  
**Project Director: Howard B. Addis, Jr.**  
**(706) 779-2440**

Reported Dropout Rates

Grant Amount: \$494,281

State Dropout Rate	6.4%
Stephens County High School	6.8%
CrossRoads Alternative School	43.9%

The Stephens County Dropout Prevention Project will objectively screen 2,400 students in grades 6-12 for at-risk traits to determine the specific needs of individual students. Appropriate interventions will be delivered to the identified students. The project will incorporate an expanded mentoring component and a school-to-work program. Additionally, the project will attempt to provide two alternatives to grade retention: a Summer Think Camp and a Middle Grade Academy for Overage and At-Risk 5<sup>th</sup> Graders. Expelled and adjudicated youths will be targeted by a Recovery Academy that provides behavioral, social and academic services.

**Marshall County Schools**  
**5700 Fourth Street**  
**Post Office Box 578**  
**Moundsville, WV 26041**  
**Project Director: Jenine A. Zackey**  
**(304) 843-4457**

Reported Dropout Rates

Grant Amount: \$400,000

State Dropout Rate	2.9%
John Marshall High School	5%

The district will implement the West Virginia PASS (Partnerships to Assure Student Success) project to link together several existing community organizations and educational program resources to serve approximately 650 students. The project will implement strategies developed through WV PASS to strengthen state and community bonds with local educational institutions. These strategies will include: the GRADS program for pregnant and parenting students; the Truancy Redirection & Intervention program designed to coordinate intervention among home, school and the juvenile court system; simulated work-learning experiences and entrepreneurship to improve financial literacy; alternative and summer educational services to provide students with remedial education; service learning projects designed to encourage students to serve the community; and reentry activities focused on high school completion.

**South Sioux City Community Schools  
820 East 29<sup>th</sup> Street  
Box 158  
South Sioux City, NE 68776-0158  
Project Director: Dave Hawkins  
(402) 494-2433**

Reported Dropout Rates

Grant Amount: \$499,500

State Dropout Rate	2.71%
South Sioux City High School	6.20%

This proposal, entitled the “Providing Hope Project,” is designed to address the various reasons that South Sioux City students have dropped out of school. The project will target students at risk of dropping out with Early At-risk Student Identification. At-risk students will be offered the following services: assistance in basic skills—especially reading, support for families to encourage parents to become involved in their child’s education, an advisor/advisee program offered to eight and ninth grade students; and professional development for teachers to ensure that curriculum remains relevant to a growing diversity of cultures in their classrooms.

**New York City Board of Education  
110 Livingston Street, Room 310  
Brooklyn, NY 11201-5608  
Project Director: Sandra Case  
(718) 935-2767**

Reported Dropout Rates

Grant Amount: \$499,800

State Dropout Rate	6.8%
Theodore Roosevelt High School	27.5%
William H. Taft High School	39.5%

The New Millennium Dropout Prevention Project will apply the Leadership Program to two large New York City high schools with a combined enrollment of over 5,000 students. The Leadership Program is a research-based program that has already been applied in some of New York City’s schools and will target dropout prevention by promoting safe schools, linking work to future success, and emphasizing the engagement of pupils in their education. The strategies that will be employed include providing extended school day learning opportunities, zero tolerance for violence, mentoring and career development opportunities, and the use of multicultural curricula.

**Jefferson County Public Schools  
VanHoose Education Center  
P.O. Box 34020  
Louisville, KY 40232-4020  
Project Director: Buell M. Snyder  
(502) 485-3173**

Reported Dropout Rates

Grant Amount: \$506,885

State Dropout Rate	4.7%
Iroquois High School	9.52%
Shawnee High School	9.46%
Valley High School	8.82%
Western High School	9.21%

“Project Safety Net” will use a School-Within-a-School model to target 100 potential dropouts at four of the district’s high schools. The program will focus on ensuring that these students earn the credits required for graduation and prepare them to enter the workforce through school-to-work activities. Additionally, the project will impact 80 students at the four middle schools that feed into the targeted high schools. For these students, the program will concentrate on improving their academic performance (with a particular focus on improving the students’ functional reading and mathematics skills), increasing attendance rates, and decreasing discipline problems.

**Albany County School District One  
1948 Grand Avenue  
Laramie, WY 82070  
Project Director: Diana Seabeck  
(307) 721-4445**

Reported Dropout Rates

Grant Amount: \$303,739

State Dropout Rate	6.3%
District Dropout Rate	6.4%

The district dropout prevention project will implement four scientifically-based strategies – mentoring, community building, individualized and experiential learning, and family strengthening. The following services and activities will be implemented: specialized dropout prevention staff, Big Brother/Big Sister mentoring services, ACES (Albany County Expelled and Suspended Students) alternative intervention program, teen center, Discovery summer school, Reconnecting Youth life skills program, and Youth Empowerment Services, and multi-disciplinary case planning.

**Chicago Public Schools  
125 So. Clark Street  
Chicago, IL 60603-5200  
Project Director: Edwin Rivera  
(773) 553-1930**

Reported Dropout Rates

Grant Amount: \$315,957

State Dropout Rate	5.7%
Roberto Clemente High School	17.3%

This proposal targets first generation Hispanic immigrant students at Roberto Clemente High School and its feeder elementary schools who are at risk of dropping out due to linguistic, cultural and background experiences. The project will include an expanded ESL program to provide intensive English acquisition classes; experiences designed to help students acculturate to the county and its schools; professional development opportunities for teachers designed to increase their awareness of this population's educational needs; increased parental involvement; and mentoring. Additionally, the program will include a summer enrichment program to ensure that students are able to maintain linguistic gains made during the school year.

**Montana Office of Public Instruction  
Post Office Box 20251  
Helena, MT 59620  
Project Director: B.J. Granbery  
(406) 444-4420**

Reported Dropout Rates

Grant Amount: \$328,461

State Dropout Rate	4.2%
Box Elder High School	14.6%
Browning High School	10.2%
Heart Butte High School	9.5%
Lame Deer High School	15.3%
Rocky Boy High School	7.8%

The Montana American Indian Dropout Prevention Project proposes to assist American Indian students in graduating from high school by implementing a research-based design at both the state level and in five demonstration schools. At the state level, the Office of Public Instruction, the Interagency Coordinating Council for Prevention Programs, and the Montana Wyoming Indian Education Association will collaborate to produce a comprehensive strategic state plan for dropout prevention and host a statewide conference on research and effective strategies. The project will also work with high schools and middle schools located primarily on Montana reservations to provide leadership and assistance in creating school/family/tribal and community collaborations.

**Pyramid Lake High School  
Post Office Box 267  
711 State Street  
Nixon, NV 89424  
Project Director: Randy Melendez  
(775) 574-1016**

Reported Dropout Rates

Grant Amount: \$330,091

State Dropout Rate	5%
Pyramid Lake High School	24%

The Pyramid Lake High School's Warrior Path Program is designed to create a positive learning environment for all at-risk students, and simultaneously provide educational, social and career guidance for targeted students with the greatest potential for dropping out. The program will work with students by using an individualized education plan with academic, social, and vocational goals; building their academic, social and vocational skills; assisting students to return or remain in school, complete their courses and graduate from high school; using the latest technology such as NovaNET and online classes to supplement remediation and make up lost credits; increasing their cultural awareness to build their self-esteem and pride; and building and strengthening their support system with family, school staff, community, and mentors so that students will be successful in their education and post-secondary education and employment.